CANADIAN COMMISSION FOR UNESCO

2013-14 REPORT ON ACTIVITIES

United Nations Educational, Scientific and Cultural Organization

Canadian Commission for UNESCO

Canada Council for the Arts

Conseil des arts du Canada

Canadian Commission for UNESCO
2013-2014 Report on Activities

United Nations Educational, Scientific and Cultural Organization · Canadian Commission for UNESCO

The Canadian Commission for UNESCO acts as a forum for governments and civil society that encourages Canadian organizations and individuals to participate in UNESCO's work in the fields of education, the natural, social and human sciences, culture, and communication and information. The Commission also consults civil society and various levels of government to prepare Canada's contribution to UNESCO and to implement UNESCO programs and activities in Canada.

Canada Council for the Arts · Conseil des arts du Canada

The Canadian Commission for UNESCO operates within the Canada Council for the Arts. It was created in 1957 pursuant to the Canada Council for the Arts Act and an Order in Council (1957-831).

The Canada Council provides a Secretariat for the Commission and its operating budget. Financial information on the Commission can be found in the Canada Council Annual Report (canadacouncil.ca).

UNESCO: Created in London, England 1945

The Canadian Commission for UNESCO: One of 195 National Commissions worldwide

Canada: One in 26 founding members of UNESCO

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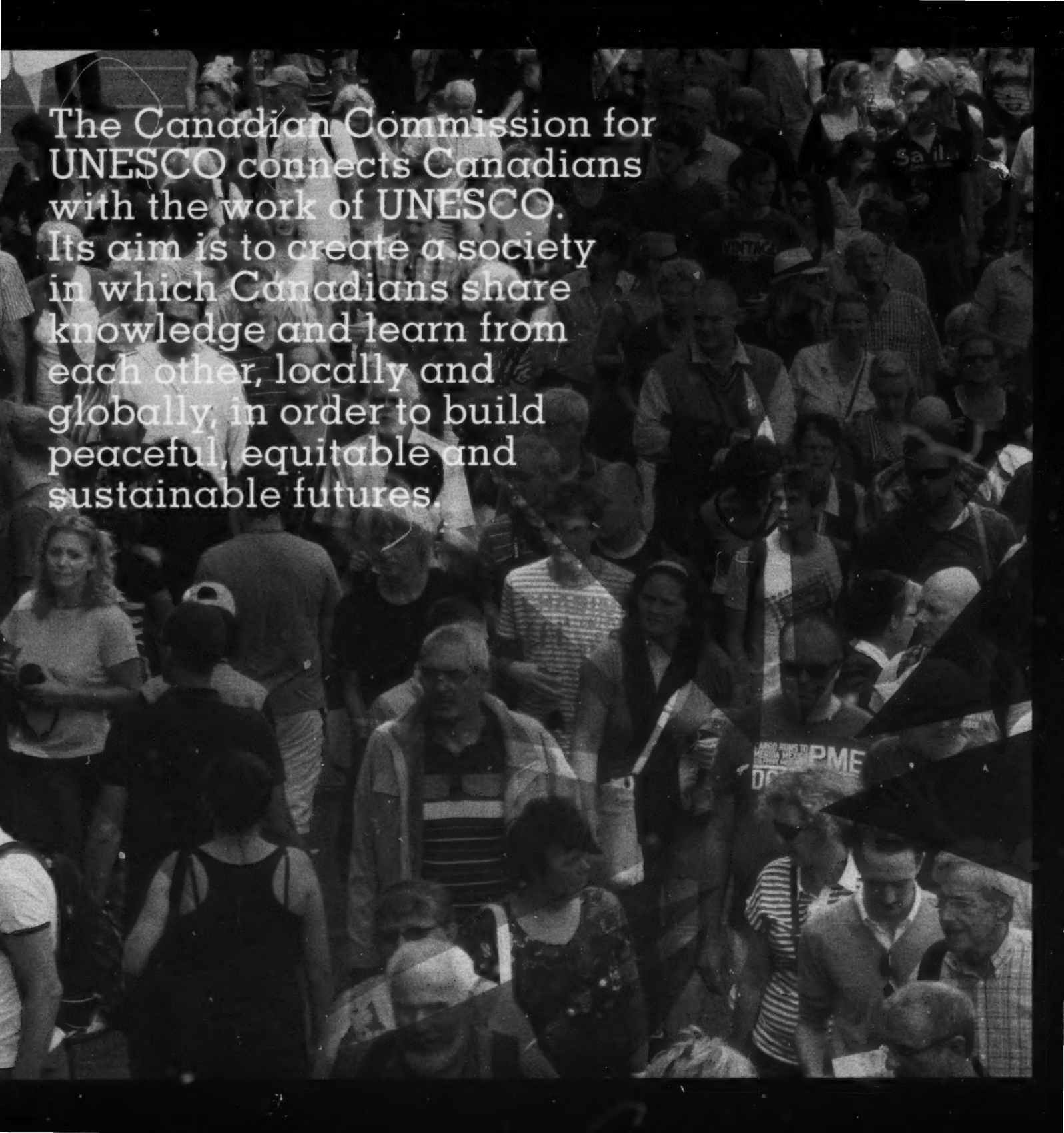
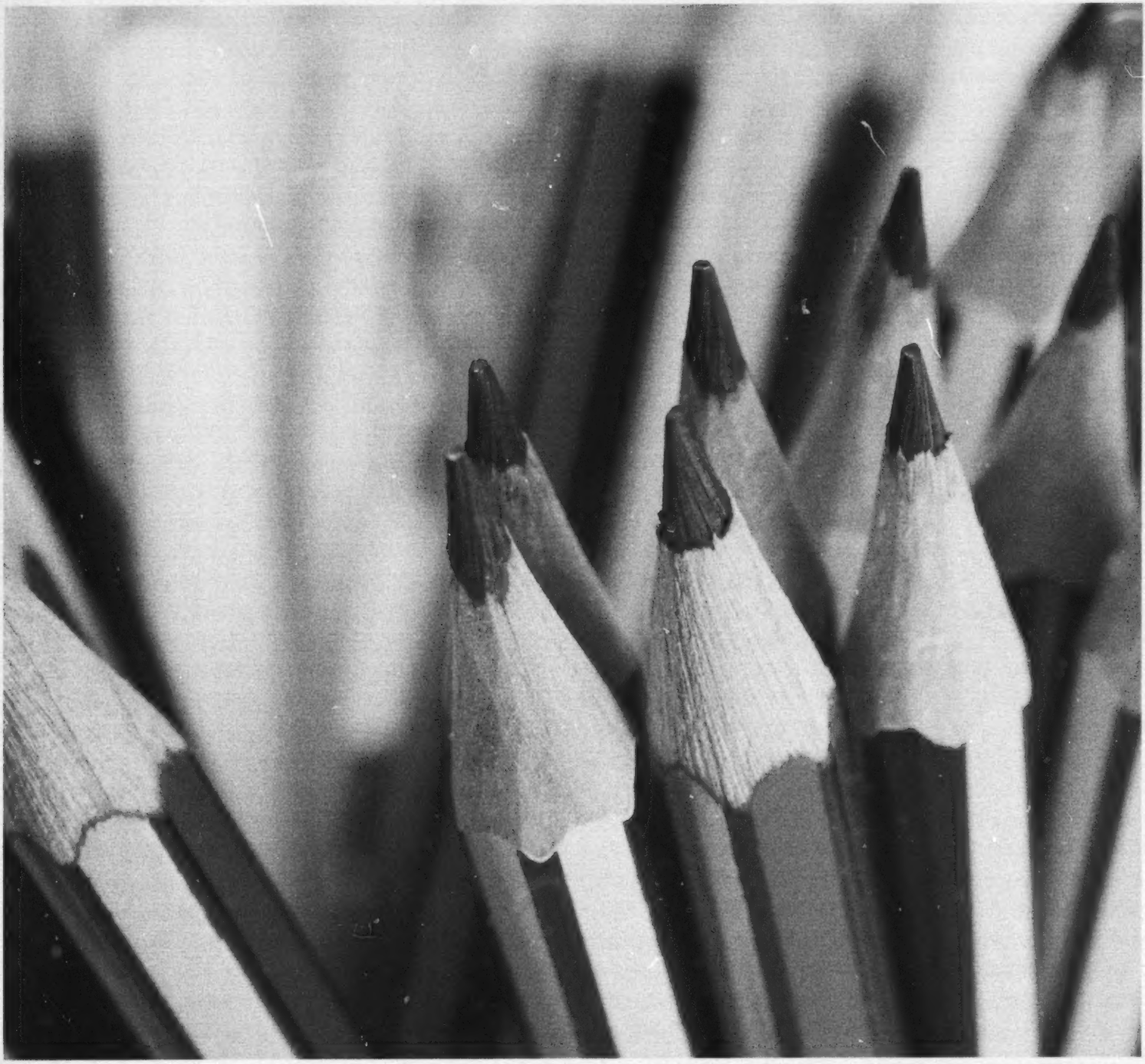

The Canadian Commission for UNESCO connects Canadians with the work of UNESCO. Its aim is to create a society in which Canadians share knowledge and learn from each other, locally and globally, in order to build peaceful, equitable and sustainable futures.



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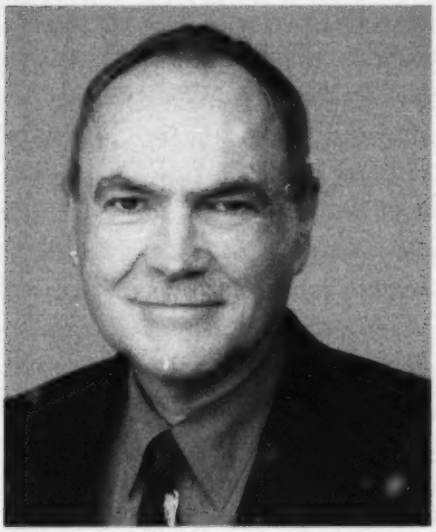
Introduction



The Canada Council for the Arts' capacity to fulfill its legislated mandate is dependent on the vitality and effectiveness of the Canadian Commission for UNESCO.

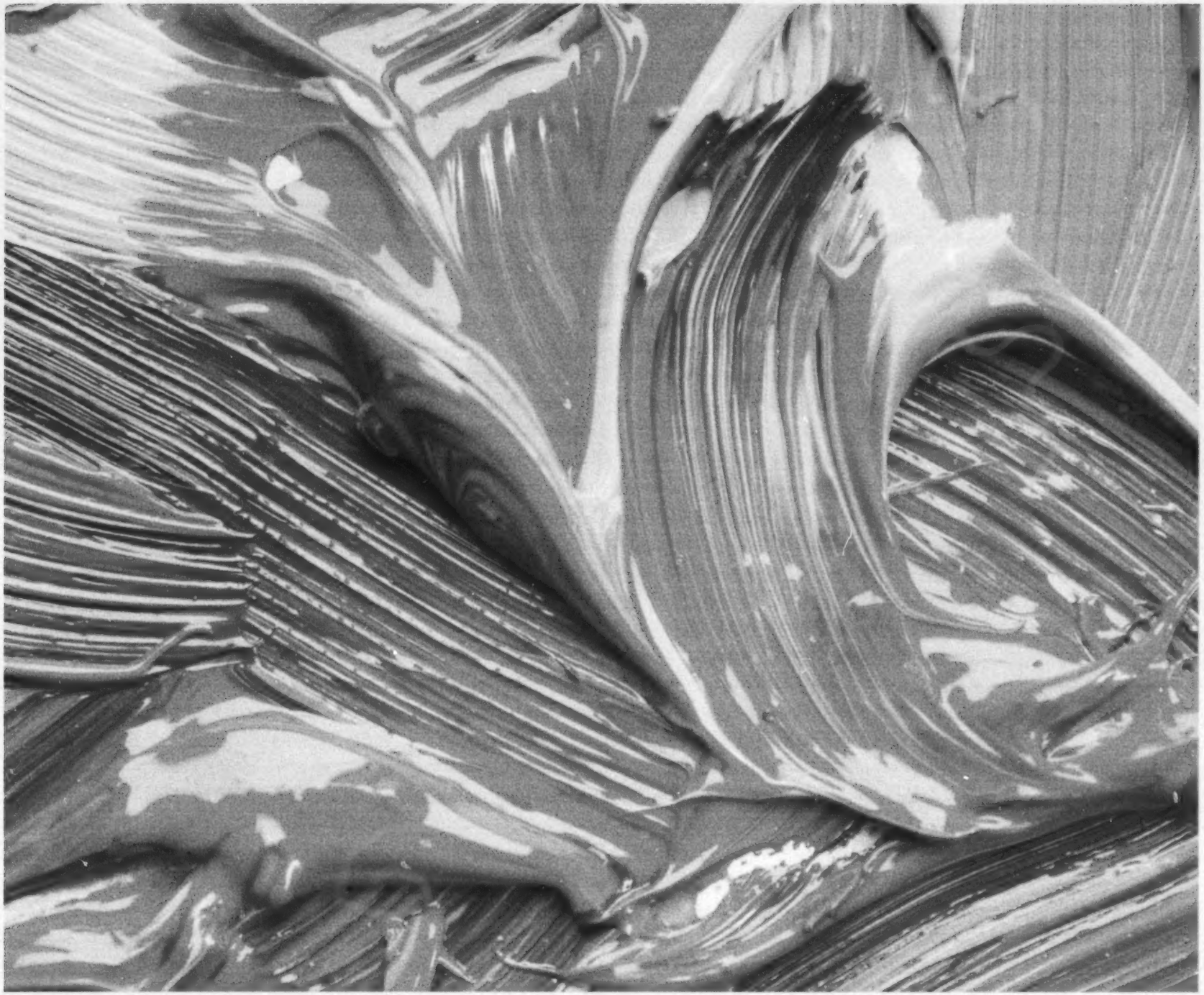
In 1957 the Government of Canada assigned to the Canada Council the dual responsibilities of supporting Canada's role within UNESCO and implementing UNESCO priorities within Canada. To assist in this task, the Government directed the Council to bring together government departments, institutions, associations and individuals active in the field to establish an ongoing network to be called the Canadian Commission for UNESCO.

I am delighted that all these years later the Commission continues to move from strength to strength. As evidenced in this report, the past year has been full of activity and achievement on the part of both members of the Commission and staff of the Secretariat. I am particularly grateful for the contribution of the Executive Committee's President and Vice-President, Axel Meisen and Christina Cameron, for their leadership in the development of the Commission's new strategic plan.

Our record in supporting Canadians as global leaders in innovation, engagement and dialogue and in advancing the vision of UNESCO belies the modesty of the resources allocated to CCU – less than 2% of the Council's budget – and highlights the strength of the collaborative model practiced since 1957.

I commend all those who made possible the successes summarized in this report. It is a record of your good will and hard work, and tangible proof of how Canadians are contributing to the building of sustainable futures.

Robert Sirman
Director and CEO, Canada Council for the Arts



Message from the President

The UNESCO mandate of creating a more peaceful and better world through education, science, culture, information and communication, articulated at the time of its foundation almost 60 years ago, remains as important today as it was at the end of World War II.

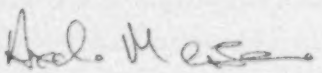
While we, in Canada, are fortunate to live in a country free of military conflict, there are still many challenges that require the imaginative engagement of citizens in UNESCO's mandate areas.

This report provides a summary of the far-ranging activities undertaken by the Canadian Commission for UNESCO in the period of April 1, 2013 to March 31, 2014. In addition to the activities, the report describes important results and benefits for Canadians. The latter is consistent with UNESCO's and the Commission's increased focus on outcomes.

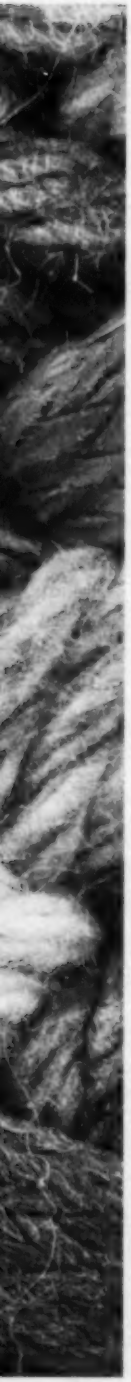
In response to and in anticipation of changes occurring in Canada, elsewhere and at UNESCO, the Commission placed strong emphasis in 2013-2014 on the development of a new Strategic Plan. This plan will be launched at the Commission's 2014 Annual General Meeting and guide the work of the Commission over the next seven years. Its principal goal is to strengthen the Commission's contributions to Canadian society in UNESCO's mandated areas.

The development of the Strategic Plan and the many other activities described in this report would not have been possible without the dedication of the members and partners of the Commission, the staff of the Commission's Secretariat and the support of the Canada Council for the Arts. The strategic guidance and leadership provided by Michelle Chawla, the Council's Corporate Secretary and Director of Strategic Initiatives, was of critical importance at a time when the Commission was without a Secretary-General. I would also like to acknowledge the support and wise counsel of the members of the Commission's Executive Committee, especially Michele Stanton-Jean (the Commission's Past President and the Representative of the Government of Québec to UNESCO) and Robert Sirman (Director and Chief Executive Officer of the Canada Council for the Arts). Both of them are nearing the end of their terms of office and deserve deep appreciation for many years of dedicated service to the Commission and to UNESCO. It also gives me great pleasure to acknowledge the contributions of Dr. Christina Cameron, who in her capacity as Vice-President of the Commission strongly supported the development of the Commission's Strategic Plan and the Commission's governance.

Finally, I wish to state that it was a pleasure and privilege for me to work on UNESCO issues over the past year, to support the work of the Canadian delegation to UNESCO and to assist positioning the Commission for a bright future that will benefit all Canadians.



Axel Meisen, C.M., Ph.D., P.Eng.
President, Canadian Commission for UNESCO



Consulting Canadians on UNESCO's Program and Budget

An important role of the Canadian Commission for UNESCO is to consult Canadians on issues related to UNESCO's fields of work (Education; Natural, Social and Human Sciences, Culture, Communication and Information) and to inform the international community with Canadian perspectives. The following pages include highlights of two major consultations.

37th Session of the UNESCO General Conference

November 5-20, 2013, Paris

Every two years, delegates of Member States meet in Paris for UNESCO's General Conference. On the principle of "one country, one vote," the General Conference determines UNESCO's policies and the main focus of work for the years ahead.

The Commission contributed to this event by organizing general consultations with its members and partners in Canada from July to October 2013. The consultations addressed topics to be discussed at the General Conference, including emerging issues and UNESCO Programs and Budget. The results of the consultations were included in an extensive Briefing Book prepared by the Commission, used by the Canadian Delegation to prepare its interventions.

H.E. Jean-Pierre Blackburn, Ambassador and Permanent Delegate of Canada to UNESCO, and the Hon. Christian Paradis, Minister of International Development and Minister for La Francophonie © UNESCO

The delegation to the General Conference included:

- The Honourable Christian Paradis, Minister of International Development and Minister for La Francophonie (Head of Delegation)
- The Honourable Jean-Pierre Blackburn, Ambassador and Permanent Delegate of Canada to UNESCO (Alternate Head)
- Marie Malavoy, Minister of Education, Recreation and Sports, Government of Québec
- Michèle Stanton-Jean, representative of the Government of Québec, Permanent Delegation of Canada to UNESCO
- Representatives of the Departments of Foreign Affairs, Trade and Development Canada, Council of Ministers of Education, Canada and Canadian Heritage
- Axel Meisen, President of the Commission
- Commission Program Officers, Pauline Dugré, Dominique Potvin and Angèle Cyr, provided support to the Delegation

Plenary, 37th session of the UNESCO General Conference
© UNESCO

General Conference (cont.)

Highlights:

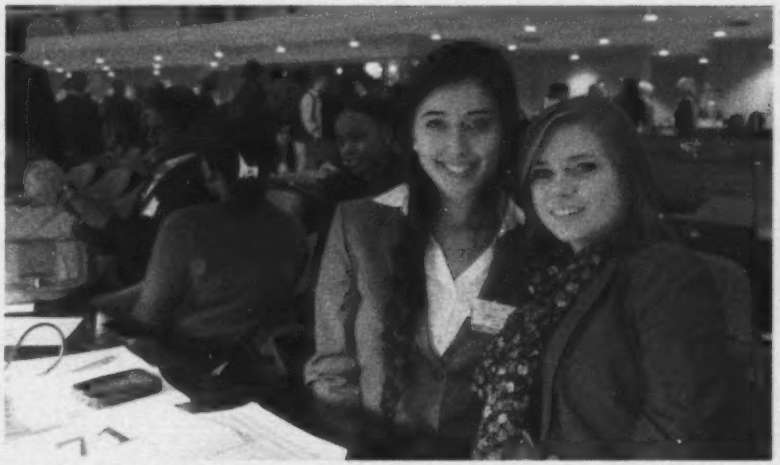
- Discussions on the current budget constraints due, in large part, to the United States of America and Israel withholding their membership fees in reaction to the admission of the Palestinian authority as a Member State of UNESCO in 2011. The membership fee of the United States of America alone represents 22%, or approximately $80 million, of UNESCO's regular annual budget.
- Discussion of cyber surveillance, as a result of Edward Snowden's revelation of alleged cyber spying by the U.S. Government on Brazil and certain European countries. Brazil (supported by China and some European countries) presented a draft resolution requesting that a normative instrument regulating the right to privacy on the Internet be developed. Canada firmly opposed such an instrument as it could jeopardize an open Internet and freedom of expression.
- The Canadian Commission was recognized as a leader among National Commissions for the capacity-building generated by its Toolkit on Youth Engagement (2011).

For a complete report on the General Conference, visit *unesco.org*

8th UNESCO Youth Forum

October 29-31, 2013, Paris

The UNESCO Youth Forum, held just prior to UNESCO's General Conference, brought together young delegates from around the world. The event allowed young people to voice their ideas and concerns and make suggestions directly to the UNESCO General Conference.



Canadian Youth delegates, Betsy Leimbigler and Claire Paetkau, at the 8th UNESCO Youth Forum © CCU

"This forum really highlights the importance of listening and interacting with the global community as a means to achieving and identifying common goals amongst member states."

- Youth delegates

Youth Delegate from St. Kitts and Nevis, Desi Brown, and Canadian Youth delegates, Claire Paetkau and Betsy Leimbigler, at the 8th UNESCO Youth Forum in Paris © CCU

The 8th UNESCO Youth Forum themes were youth and social Inclusion, civic engagement, dialogue and skills development.

In advance of the General Conference, the Commission:

- Held online and in-person consultations in five provinces across Canada, with the support of its Youth Advisory Group and youth delegates
- Drafted a report shared by Canadian youth delegates at the Forum

Several of the ideas from these consultations were included in the 10 final recommendations shared at UNESCO's General Conference. The recommendations focused on:

- Recognizing informal and experiential learning, including community work, in educational curriculums
- Recognizing Youth as a stage of life rather than based on age
- Using new technologies as tools for inclusiveness and knowledge sharing

The Youth Forum delegation included:

- Betsy Leimbigler, Gatineau (youth delegate)
- Claire Paetkau, Winnipeg (youth observer)
- Jimmy Ung, Commission Program Officer (provided support to the Youth delegation)

In support of North-South solidarity and as a contribution to the diversity of participants, the Commission facilitated the participation of Desi Brown, a youth delegate from Saint Kitts and Nevis. She was selected by the Commission through a call for applications sent to National Commissions in the Caribbean region. Ten countries responded with nominations.

For a full report on the Youth Forum, including its recommendations and the delegates' blog, visit *unesco.ca*

Bringing Canadian Voices to the International Stage

The Canadian Commission for UNESCO provides Canadian experts the opportunity to take part in committees, events and conferences outside of Canada. It also supports its members and partners in hosting international events in Canada. The Commission has made such opportunities possible on several occasions in the past year.

The Europe and North America Regional Forum of the UNEVOC Network

October 28-30, 2013, Moscow

Fact: 22% of TVET students in Canada already have university bachelor-level degrees. They return to college to get another qualification to improve their ability to work in Canada.

Marie-Josée Fortin, panelist at the UNESCO-UNEVOC Regional Forum for Europe and North America, in Moscow, Russian Federation © UNESCO-UNEVOC

UNEVOC (International Centre for Technical and Vocational Education and Training) is a network of experts who focus on advancing youth employability and sustainable development. The Commission supported the participation of Marie-Josée Fortin in the Forum to promote Technical and Vocational Education and Training (TVET) in colleges in Canada and foster international collaboration within the UNEVOC network. Mrs. Fortin is Director of the international partnership of the Association of Canadian Community Colleges (ACCC) and President of the Commission's Sectoral Commission in Education. ACCC represents 130 publicly-funded colleges with more than 1.5 million students.

Two Canadian initiatives presented by Mrs. Fortin were seen as particularly valuable tools that could be easily adapted by TVET institutions worldwide.

- The Test of Workplace Essential Skills (TOWES) developed by Bow Valley College (Calgary), which measures cognitive skills levels in reading and calculation
- A mobile phone and computer application developed by Olds College (Calgary), which uses an interactive game to train students' entrepreneurial capacity

For more information on the Forum, visit unesco.org. More information on Commission's involvement in UNEVOC can be found on page 34.

Nord-MAB Delegates in Pointe-aux-Outardes, QC © CCU

EuroMAB 2013

October 15-19, 2013, Brockville

The Commission is a member of the European / North-American network of UNESCO Biosphere Reserves (EuroMAB). In collaboration with the UNESCO's Man and the Biosphere (MAB) Program Bureau in Paris, the Canadian Biosphere Reserve Association, and the Frontenac Arch Biosphere, the Commission helped organize the first bi-annual meeting of EuroMAB held in North America.

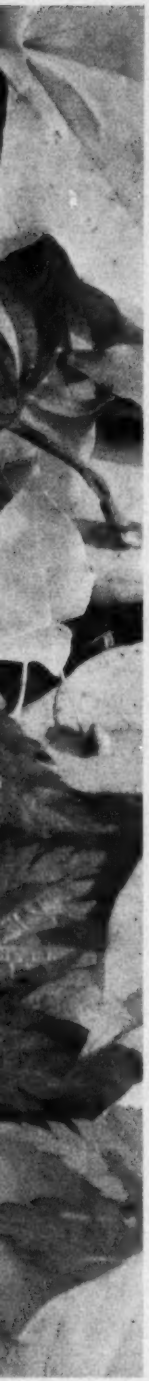
Under the theme "Engaging Our Communities," over 180 participants from 25 countries gathered in Brockville, Ontario to enhance their understanding of the MAB Program and strengthen the Biosphere Reserves European / North American network by exchanging perspectives, approaches and activities. They made recommendations on the future UNESCO MAB strategy (2014-2021) in fields such as social entrepreneurship, trans-boundary issues, collaboration with Indigenous peoples, ecosystem services, sustainable mining, consensus-building in land-management and the branding of Biosphere Reserves. EuroMAB 2013 also allowed Canadian Biosphere Reserves to showcase their work and connect with like-minded organizations internationally.

For more information on the Commission's involvement in the MAB Program, see page 33.

Outcomes of the Conference:

- Increased visibility of a Canadian approach (bottom-up and community-based) to Biosphere Reserves in the international community (including researchers, government representatives, National Commissions, etc.)
- Collaborative development of the future UNESCO MAB strategy
- Enhanced cohesiveness of the North American and European network of Biosphere Reserves by encouraging the sharing of best practices
- Clarification of common goals and objectives for the MAB Program (Biosphere Reserves as sites of both excellence and learning) while recognizing the diversity of local approaches and needs

[1] EuroMAB is the largest and oldest of the MAB (Man and the Biosphere Programme) Regional Networks: 52 countries, including Canada and the USA, and 289 biosphere reserves. Meetings of the MAB National Committees and biosphere reserve co-ordinators of EuroMAB have taken place almost every two years since 1986.



Carrying Out Activities in Canada in Support of UNESCO's Objectives and Programs

By bringing together representatives of government departments and agencies, institutions, organizations and individuals, and by initiating or collaborating in activities, the Commission advances UNESCO's work in the fields of education, science, culture, communication and information. The following are examples of activities from 2013-14 that promote the goals and values of UNESCO and, in turn, support the Commission's overarching priorities of fostering peace, encouraging sustainable futures and striving for equity. The overarching priorities reflect UNESCO's priorities in the Canadian context and are based on consultations with the Commission's members and key stakeholders.

Fostering Peace

"In a world that is increasingly fragile, we need a renewed commitment by all to dialogue, tolerance, reconciliation and understanding."

- UNESCO Director-General Irina Bokova on the International Decade for the Rapprochement of Cultures (2013-2022)

A commitment to peace is the foundation of UNESCO's creation and ongoing mission. UNESCO's fundamental objective – supported by National Commissions in the mandated areas of education, science, culture and communication and information – is building peace in the minds of men and women.

Peace is more than the absence of military conflict and inter-regional and community strife. It is the cultivation of an environment in which individuals from different backgrounds and with different ways of seeing the world can respectfully discuss and resolve differences. The Commission is dedicated to fostering inclusive dialogue and meaningful engagement with and among Canadians – to giving voice to all.

Capacity Building of Aboriginal Journalists

Journalists for Human Rights: The Northern Canada Initiative

Aboriginal Canadians have not had a strong voice in Canadian media. This has made it difficult for them to share their concerns and advocate for their rights. A new initiative by the Canadian NGO Journalists for Human Rights (JHR), in collaboration with the Canadian Commission for UNESCO, is working to give young Aboriginals the journalistic skills they need to share their stories, interpret current events and raise awareness of human rights issues.

In the Northern Ontario Initiative, JHR is training Aboriginal journalists to report on and from their communities and sell

Kaitlyn Bluecoat takes a photo during a photo seminar in K.I., ON. The seminars were in cooperation with the high school media class © Kimberly Stinson

their work to mainstream media outlets. It is currently working on a project to build the capacities of 24 Aboriginal trainers over a three-year period who will, in turn, mentor 600 journalists using a Human Rights Toolkit created from UNESCO resources.

Outcomes:

- More informed and powerful Aboriginal voices in Canadian media through capacity building
- Increased understanding between Aboriginal and non-Aboriginal Canadians as a result of increased and enhanced coverage
- Greater awareness of human rights and contemporary human rights issues

Freedom of the Press Through the Eyes of Youth

World Press Freedom Day, May 3, 2013 – Student Engagement Initiative

The question, "What does freedom of the press mean to high school students?" guided a discussion by 300 students worldwide via video conference. The event was made possible through a unique partnership among the Canadian Commission for UNESCO, the Division for Freedom of Expression and Media Development of UNESCO, Edmonton's Centre for Global Education and Taking ITGlobal.

Image from the video produced by the Centre for Global Education in collaboration with the Canadian Commission for UNESCO: www.youtube.com/watch?v=obUkWTjf9bk

Through virtual conferences, students discussed freedom of the press with a UN representative in New York (George Papagiannis) and with Daniel Morrison (Professor at University of Oregon). The Centre for Global Education also produced, in collaboration with the Commission, a video promoting freedom of the press and freedom of expression by Canadian students.

Outcomes:

- Increased awareness of the importance of Freedom of the Press and freedom of expression to peace and democracy
- Greater youth engagement and cross-cultural connections
- Development of new partnerships

Lifelong Learning as a Second Chance

2013 National Restorative Justice Symposium, November 18, 2013, Toronto

"Education as one of the pillars of restorative justice"

Education is a human right and a major driver of sustainable development, including social cohesion. It is a key principle articulated in the United Nations Post 2015 development agenda[2] discussions and in UNESCO's Education for All Program. To promote this principle, the Canadian Commission for UNESCO has reached out, through its partners, to a wide range of sectors – including the justice sector.

The Commission hosted a workshop, Lifelong Learning as a Second Chance, at the 2013 National Restorative Justice Symposium, organized by the Canadian Safe School Network and YOUCAN, in Toronto. Paul Bélanger, Chair of the Scientific Committee of the UNESCO Chair in Applied Research for Education in Prison, (Cégep Marie-Victorin), Montréal, highlighted the importance of lifelong learning as a determinant of health and social development, drawing on studies of prisoners that link education to the prevention of criminal recidivism and better social reintegration following prison sentences. Isobel Findlay, professor at the University of Saskatchewan's Edward School of Business, presented two case studies involving Aboriginal populations (women prisoners and at-risk youth) to show how learning opportunities can lead to a greater sense of self-determination, self-worth, inclusion and belonging.

Outcomes:

- Increased awareness of the role of adult education in social reintegration following a prison sentence.
- Strengthen connections among researchers and practitioners working the field, particularly among workshop presenters and attendees

[2] In 2000, United Nations' Member States and world's leading development institutions agreed on eight Millenium Development Goals, which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015.

Encouraging Sustainable Futures

Sustainable development is "meeting the needs of the present without compromising the ability of future generations to meet their own needs."

– World Commission on Environment and Development (1987)

Healthy ecosystems are essential to life. UNESCO's approach to sustainability recognizes that ensuring a balance between the environment and development is not just about conservation and economic prosperity. The future of humanity and the world depends not only on economic capital and natural resources, but on our collective ability to understand and anticipate change, and address the human and social dimensions of development. Sustainability is critically dependent on education, the sciences, cultural diversity and heritage, social inclusion, technology and communication.

The Commission uses its convening role to advance holistic and global perspectives that manifest responsibility for the well-being of others, including future generations.

Lessons Learned from Biosphere Reserves

Publication: Learning from Each Other

From Tofino, British-Columbia to Charlevoix, Quebec, and Fundy, New Brunswick, communities in Canada's Biosphere Reserves are working to conserve and sustain our country's national and cultural heritage and economic prosperity. Out of this work came important lessons on how collective efforts and knowledge sharing can benefit sustainable development in any region.

To share these lessons, the Canadian Commission for UNESCO, in collaboration with the Canadian Biosphere Reserves Association and the University of Saskatchewan, produced a publication entitled *Learning from Each Other: Proven Good Practices in Canadian Biosphere Reserves*. The publication, comprised of stories from Canada's 16 biosphere reserves, was launched at the EuroMAB 2013 conference, held at the Frontenac Arch Biosphere (Brockville, Ontario). It is accessible on-line: *unesco.ca*.

Clayoquot Sound © Mark Hobson

Outcomes:

- Increased understanding of how communities can effectively undertake initiatives in the fields of land management and ecosystem services, sustainable tourism, and education for sustainable development
- Capacity building of Biosphere Reserves from other regions in Canada and other countries interested in further pursuing sustainability
- Enhanced awareness of key factors of success, challenges and opportunities through the exchange of best practices
- Strengthened collaboration and knowledge sharing which will facilitate the on-going work of Biosphere Reserves

Exploring the Intangibles that Shape Us

Conference on Intangible Cultural Heritage, September 19-21, 2013, Edmonton

Much of what shapes our culture is intangible – language, performing arts, social practices, traditional craftsmanship and the way we understand and interpret nature and the universe. How then can museums preserve and present these intangibles?

This question was explored at the Alberta Museum's Association 2013 conference on the occasion of the 10th anniversary of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. The conference Landscapes to Languages: *What Shapes Us?*, was organized with the collaboration of the Commission and through the partial funding it provided.

Dale Jarvis, keynote speaker at the Conference
© Alberta Museums Association

Outcomes:

- Improved understanding and appreciation of intangible cultural heritage by museum professionals and visitors
- Increase in request for workshops and other learning opportunities on intangible cultural heritage which will enhance the capacities of stakeholders
- Discussion initiated with partners on the establishment of a national steering committee to support and lead Canada-wide dialogue and promotion of intangible cultural heritage

Lessons Learned in Education for Sustainable Development in Canada

Education for Sustainable Development (2005-2014) Workshop, May 2, 2013, Toronto

Considering the leading role of UNESCO for the United Nations Decade of Education for Sustainable Development (DESD) 2005-2014, the Canadian Commission for UNESCO has played a central role in promoting the objectives of the Decade in Canada. This has included organizing the Canadian launch at its 2005 AGM, convening federal, provincial and civil society partners over the years, and contributing to a variety of implementation reports provided to UNESCO and other UN fora.

As part of its 2013 AGM, the Canadian Commission for UNESCO collaborated with the Council of Ministers of Education, Canada to hold a consultation on Canadian accomplishments in supporting the Decade initiatives. This meeting enabled participants to reflect and share views on key successes, and challenges, and recommended next priorities to further advance Education for Sustainable Development in Canada.

Lessons Learned (cont.)

Information gathered at the meeting was used in the preparation of Canada's national report to UNESCO for the end of the Decade. The meeting provided a platform to explore and understand the diversity of initiatives led by schools and educators across Canada over recent years.

Outcomes:

- Building bridges and synergies among key Education for Sustainable Development stakeholders in Canada
- Quality information and diverse perspectives for the Canadian report to UNESCO
- Broadened understanding of activities in the formal, non-formal and informal sectors that took place during the decade in Canada, and which might inspire future partnerships and initiatives

Local youth join researchers to learn about intertidal life
© Clayoquot Biosphere Trust.

Striving for Equity

The Canadian Commission for UNESCO strives for equity in its approach to promoting fairness to all regardless of gender, ethnicity, race, culture, language, age, sexual orientation or ability. It does so by encouraging the contributions and expressions of individuals from a broad range of backgrounds and by providing opportunities for genuine dialogue and exchange.

Gender equality in particular has received international attention as a universal human right essential to development. It has been a global priority for UNESCO for many decades and is explicitly recognized in the United Nations *Universal Declaration of Human Rights and the Convention on the Elimination of All Forms of Discrimination Against Women*. The latter was adopted by the UN General Assembly in 1948 and ratified by Canada in 1981.

The Commission also strives for regional and inter-generational equity in its partnerships and initiatives. Bringing together multiple voices enhances its ability to reflect current realities and identify collaborative and democratic approaches to complex problems. The full participation of everyone in global conversations is a prerequisite to peace and sustainable futures.

Gender Equity in Science

11th Ceremony of the L'Oréal Canada for Women in Science, November 28, 2013, Ottawa

According to the UNESCO Natural Sciences portal, Women represent only 30% of researchers worldwide.[5] UNESCO and the L'Oréal Foundation strive to improve the representation of women in the sciences through a unique international public/private partnership that recognizes and encourages women researchers.

The 11th Ceremony of the L'Oréal Canada for Women in Science was held at the Embassy of France in Ottawa with the support of the Canadian Commission for UNESCO. It celebrated the research of the 2013 laureates, Dr. Évemie Dubé, Postdoctoral fellow at the Université du Québec à Montréal (whose work explores relationship between the mother, placenta, and fetus) and Dr. Laura McKinnon, Postdoctoral Fellow at the University of Toronto (whose work examines the physiological and ecological effects of climate change on arctic wildlife).

The partnership additionally offers a Mentorship Fellowship to a young girl with diverse background to encourage them to study in the sciences. This year, in collaboration with the Commission, the 2013 mentorship bursary was awarded to Carla Apostolova, a student at the Villa Anna Foundation of College Sainte-Anne in Lachine, QC, one of the UNESCO Associated Schools in Canada.

Outcomes:

- Enhanced opportunities for young women to study science by providing them with financial support for their research
- Increased visibility and recognition of the achievements of women scientists, in particular the promotion of their research and as role models for future women scientists
- Enhanced public awareness of the value of women working in the sciences and the remaining gender disparities in the field through media coverage of the event and post-event (feature in *Elle Magazine*)

Mentee Carla Apostolova and the 2013 laureates, Dr. Évemie Dubé and Dr. Laura McKinnon © L'Oréal Canada

[5] (http://www.unesco.org/science/archives_november_06.shtml)

WORLD RADIO DAY 2014

13 FEBRUARY

www.unesco.org/new/world-radio-day

Equity and Inclusion on the Airwaves

World Radio Day, February 13, 2014

On February 13, the Canadian Commission for UNESCO celebrated World Radio Day with a special message recorded by Ms. Clarkson which aired on public, private and community radio stations across Canada. This year's event highlighted women's contributions as producers, newscasters and reporters. Today, radio remains a low-cost means of communication to reach remote communities and vulnerable people. World Radio Day recognizes that radio contributes to shaping a global community by allowing public debate and giving voice to diverse communities, including Aboriginal communities.

"Radio is a powerful force to bring about a more equitable, viable and inclusive future for everyone"

– the Honourable Adrienne Clarkson, former Governor General of Canada and broadcaster

Outcomes:

- Dissemination to a national audience of the significant role of radio in promoting equity and inclusion
- Enhanced public awareness of World Radio Day and the importance of radio in giving voice to diverse communities

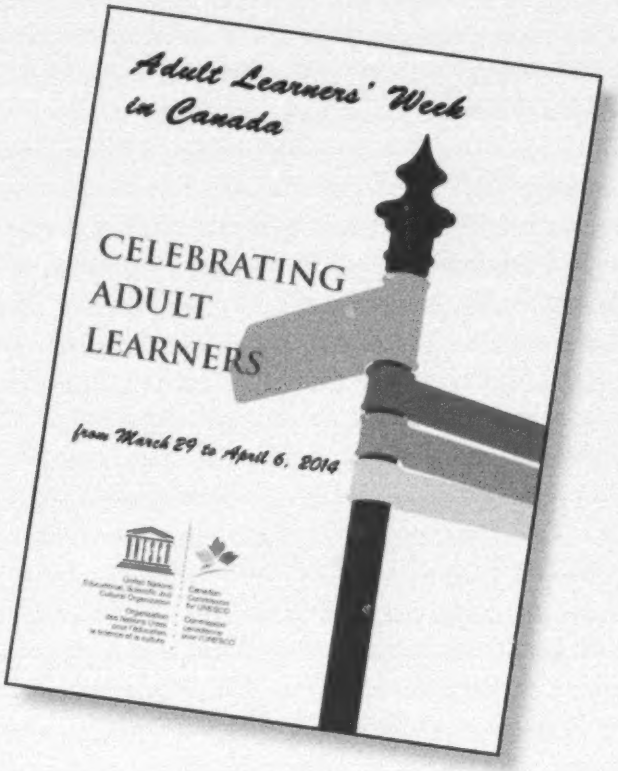
To hear the full message visit *unesco.ca*

The Role of Adult Education in Equity

Adult Learners' Week (ALW), March 29-April 6, 2014

Adult education provides opportunities to meaningfully participate in society and to reach their full potential. Adult Learner's Week is a public awareness campaign that gives teachers, policy-makers and adult learners an opportunity to share accomplishments, research and best practices. Adult Learner's Week celebrates the value of adult education and through an annual event supported by the Canadian Commission for UNESCO in partnership with some of Canada's leading lifelong learning organizations (including Copian: Connecting Canadians in Learning, the Réseau pour le développement de l'alphabétisme et des compétences (RESDAC), the Canadian Literacy and Learning Network (CLLN), the Canadian Association for Prior Learning Assessment (CAPLA) and the Canadian Federation of University Women).

The Commission has also collaborated with CAPLA to promote UNESCO's guidelines on Recognition, Validation and Accreditation of Non-formal and Informal Learning and the observatory from the UNESCO Institute for Lifelong Learning, based in Hamburg, Germany.



Outcomes:

- Greater awareness of the importance of adult education as a way for all to fully participate in society.
- Increased knowledge-sharing amongst educators in Canada and internationally regarding best practices and current research in the area of adult learning
- Preparation of a case study on the specific portfolio approach developed by an Aboriginal network based in Canada

Coordinating and Implementing

UNESCO Activities in Canada

The Canadian Commission for UNESCO contributes to the development of UNESCO activities in Canada by facilitating the work of UNESCO Networks, promoting UNESCO's programs and values and by creating committees to ensure that Canada's participation in UNESCO's programs is beneficial to Canadians.

Associated Schools Project Network (ASPnet)

ASPnet is a global network of 9,900 schools in over 180 countries focused on fostering global citizenship and quality education. It contributes to UNESCO's overarching goal of peace and international understanding among educational institutions and their communities. ASPnet in Canada is comprised of 69 candidate and member schools in 7 provinces, and is coordinated by the Secretariat of the Canadian Commission for UNESCO, with the assistance of ASPnet's provincial coordinators and a national coordinating committee. Canadian schools in the ASPnet make a commitment to support the ideals of UNESCO through four pillars of learning and four themes of study (unesco.ca) in order to contribute to a local, national and global culture of peace.

In 2013, ASPnet celebrated its 60th anniversary and the 10th anniversary of its Canadian network. One of the main events marking this anniversary was the international forum on the theme of UNESCO ASPnet for Global Citizenship: Peace Education and Education for Sustainable Development, held in Suwon, Republic of Korea, from September 7-9, 2013. For this meeting, the Commission consulted the provincial coordinators and the national coordinating committee to identify the priorities and needs of Canadian ASPnet schools in the context of UNESCO's development of a seven-year strategy for ASPnet's global network.

Canada's National Coordinator was nominated to the drafting committee that elaborated the final recommendations to UNESCO, based on the input from 36 countries. The 2014-2021 UNESCO ASPnet Strategy is expected to be launched in 2014 and will guide the international network of ASPnet schools and support their ability to contribute to UNESCO by focusing on a shared Action Plan.

Pillars of learning

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

Themes of Study

- Intercultural learning
- Peace and human rights
- Education for Sustainable Development
- ASPnet and UN priorities

"CANADIAN BIOSPHERE RESERVES ARE LIVING LABORATORIES FOR CREATING SUSTAINABLE FUTURES."

— Canadian Biosphere Reserves Association

Biosphere Reserves

Biosphere Reserves are UNESCO-designated sites recognized for their excellent efforts in overcoming one of the most complex challenges we face: maintaining the health of ecosystems while ensuring the well-being of communities. By pursuing a balance between the environment and human development, Biosphere Reserves operationalize sustainability principles in a wide array of local contexts. The work of Biosphere Reserves provides unique insights into society's ability to cope with changes including urbanization, tourism and the use of natural resources. Canada's 16 Biosphere Reserves are community-led initiatives that seek creative solutions to sustainable futures by creating a space for dialogue among industry, governmental partners, education groups and First Nations, networking, and sharing practices. The Commission facilitates the Man and the Biosphere (MAB) Program in Canada and is closely supported by the Canadian MAB committee, an ad hoc committee of the Commission.

For a list of Canadian Biosphere Reserves (as of March 31, 2014), see page 46.

Every 10 years, Biosphere Reserves must demonstrate that the criteria of the Statutory Framework of the UNESCO World Network are being met. In Canada, these periodic reviews are also opportunities to learn, reflect and renew the engagement of local authorities and stakeholders. The Commission selects the reviewers (usually one from academia and one from another Canadian Biosphere Reserve), helps to connect reviewers and local BR contacts, including the preparation of site-visits, and monitors progress on how recommendations are implemented.

In 2013, the periodic review of the Niagara Escarpment BR (Ontario) was completed and a review of the Charlevoix BR was undertaken. In December 2013, the Commission submitted reports prepared by seven Biosphere Reserves and UNESCO, on actions deriving from past review recommendations. The Canadian MAB committee of UNESCO will examine these reports thoroughly leading up to 2015, the target year for the network of Biosphere Reserves to meet international criteria.

UNEVOC

The UNEVOC Network – an exclusive global platform for Technical and Vocational Education and Training (TVET) – is coordinated by the UNESCO-UNEVOC International Centre in Bonn, Germany. It is made up of 290 UNEVOC Centres in TVET institutions which serve as focal points in the provision of services and platforms for international and regional cooperation in TVET in more than 167 Member States. These centres are instrumental in producing and disseminating research, case studies, databases, publications, and enabling the UNESCO-UNEVOC International Centre to perform its function as a clearinghouse.

As part of the North American group, Canadian and American UNEVOC Centres work together in North-South collaboration with Centres in Latin America and the Caribbean. UNEVOC–Canada contributes to improving the quality, effectiveness and responsiveness of technical and vocational education by fostering cooperation between educational institutions and businesses.

UNEVOC FACILITATES KNOWLEDGE SHARING AND PROMOTES LEARNING FOR THE WORLD OF WORK.

UNESCO Chairs

The UNITWIN / UNESCO Chairs program was created as a way to advance research, training and program development in UNESCO's fields of work. The program builds university networks by appointing Chair positions in a range of sites and fields of expertise and encourages inter-university cooperation by sharing knowledge internationally. Based in higher education institutions, UNESCO Chairs build bridges among the academia, civil society, local communities, researchers and policy-makers in order to generate innovative research questions through international cooperation and research. The ultimate outcome is to establish new university programs and enrich existing ones.

In 2013, three Canadian education institutions of the UNEVOC Network – the Association of Canadian Community Colleges (ACCC) and two of its members, the Cégep de Matane and Cégep de la Gaspésie et des Iles and the Centennial College – were represented at the Europe and North America Regional Forum on advancing TVET for youth employability and sustainable development in Moscow (October 28-30, 2013). It was an opportunity for the Canadian delegates to showcase Canadian initiatives and establish partnership with their European colleagues.

The role of the Canadian Commission for UNESCO is to carefully screen proposals and make recommendations to UNESCO for new UNESCO Chairs in Canada. Through its review, the Commission strives to ensure complementarity to the existing network as well as UNESCO's priorities.

In 2013, UNESCO approved the requests of three new Chairs in Canada, increasing the number of Canadian Chairs to 18:

- UNESCO Chair on Trans-Disciplinary Approaches to Sustainability: From Local to Global (Brock University)
- UNESCO Chair on Materials and Technologies for Energy Conversion, Saving and Storage (Institut national de la recherche scientifique, INRS)
- UNESCO Chair for Dialogues on Sustainability (McGill University)

For a full list of UNESCO Chairs in Canada (as of March 31, 2014), see page 46.

[5] UNITWIN is the abbreviation for the University Twinning and Networking Programme.

Canadian Coalition of Municipalities against Racism and Discrimination

The Canadian Coalition is part of the International Coalition of Cities against Racism (ICCAR), launched by UNESCO in 2004 in response to its follow-up strategy to the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (Durban, 2001). The goal of the International Coalition is to establish a network of cities interested in sharing their experiences and lessons learned in order to strengthen their policies to counter all forms of discrimination and achieve greater social inclusion. As a facilitator of the Coalition, the Canadian Commission for UNESCO seeks to make Canadian communities more inclusive by addressing racism and discrimination in its many forms.

In 2013-14, two new municipalities (Belleville and Sault Ste. Marie) joined the Canadian Coalition of Municipalities against Racism and Discrimination, to bring the total number to 61.

Areas of municipal responsibility:

- The municipality as a community sharing responsibility for respecting and promoting human rights and diversity
- The municipality as an organization in the fulfillment of human rights
- The municipality as a guardian of public interest

BY TAKING ACTION TO COMBAT RACISM AND MULTIPLE FORMS OF DISCRIMINATION, MUNICIPALITIES ARE ABLE TO BUILD RESPECTFUL, INCLUSIVE AND SAFE SOCIETIES WHERE EVERYONE HAS AN EQUAL OPPORTUNITY TO PARTICIPATE IN THE ECONOMIC, SOCIAL, CULTURAL, RECREATIONAL AND POLITICAL LIFE OF THE COMMUNITY.

For a list of municipalities part of the Canadian Coalition of Municipalities against Racism and Discrimination (as of March 31, 2014), see page 46.

World Heritage Sites

UNESCO's World Heritage List identifies cultural and natural heritage sites that hold outstanding value for humanity and which, therefore, should be protected and preserved. The World Heritage List, established by UNESCO's World Heritage Convention (1972), is a means of acknowledging these sites as important to the international community. In Canada, Parks Canada is the federal agency responsible for the implementation of the World Heritage Convention. The 17 sites designated in Canada are a combination of national and provincial parks as well as historic settings. The Commission's role is to raise awareness about World Heritage sites in Canada.

For a full list of World Heritage Sites in Canada (as of March 31, 2014), see page 46

In 2013, Red Bay Basque Whaling Station in Newfoundland and Labrador was added to the list of World Heritage Sites in Canada.

The Commission recently partnered with Taking ITGlobal to develop Explore150, a free mobile app that invites young Canadians to use mobile technology to share their stories based on real-life experiences in natural, cultural and historic sites across the country. The Commission identified and supported young bloggers to visit World Heritage sites to share what the sites meant to them, what they learned and what they would like others to know about particular sites. In only 4 months, Explore 150 has reached over 15,000 Canadians!

Memory of the World

The Memory of the World Program was established in 1992, out of a growing awareness of the perilous state of preservation of, and universal access to, documentary heritage in various parts of the world. Relying on national committees worldwide, the Program attempts to protect heritage in the form of documents, manuscripts, oral traditions, audio-visual materials and archival holdings of universal value for present and future generations.

"DOCUMENTARY HERITAGE BELONGS TO EVERYONE, IT SHOULD BE FULLY PRESERVED AND PROTECTED FOR ALL." – unesco.org

In Canada, the Canadian Commission for UNESCO established and coordinates an Ad Hoc Committee composed of experts that review submissions and approves their presentation to the Memory of the World International Advisory Committee. Since 2007, the Canadian Committee has contributed three inscriptions to the Memory of the World Register including the Hudson's Bay Company Archival records, the Quebec Seminary Collection (1623-1800), and Norman McLaren's short film *Neighbours*.

In June 2013, the collection of archives pertaining to the discovery of insulin at the University of Toronto was officially included to the international Memory of the World Register, part of UNESCO's Memory of the World Program.

Youth Advisory Group

Youth are essential partners in building more just and inclusive societies throughout the world. That's why the Canadian Commission for UNESCO established a Youth Advisory Group (YAG) comprised of inspiring youth (ages 18 to 30) from diverse backgrounds across Canada and who are engaged in their communities and exercise leadership in support of the Commission's goals. The role of the YAG is to promote UNESCO's ideals in Canadian communities and abroad, advise the Commission on youth issues and promote the importance and value of youth engagement in its work. One of the Commission's objectives is to help empower youth, by involving them and integrating their concerns into policy agendas at the local, national, and international levels.

The Commission recently reviewed the YAG membership, reducing it from 80 to 25 members to more effectively support and create meaningful opportunities for interaction among the Commission's members and networks, and to facilitate the inception of national YAG projects.

In 2013, YAG members took part in national consultations to share ideas on how to address issues related to social inclusion. Their vision and recommendations informed Canada's position at the 8th UNESCO Youth Forum.

Governance

To effectively address the most pressing transformations and challenges in Canada, the Commission has undertaken an internal assessment of its governance structure, practices and capacities.

The Canadian Commission for UNESCO laid the foundation for this work in 2013-2014 by, undertaking a number of activities to ensure its work continues to have demonstrable results and continues to reflect the priorities and interests of core members and partners for the benefit of all Canadians.

Executive Committee

The Executive Committee broadly establishes strategy and policy by drawing on UNESCO's Program and Budget, input from the Canadian Commission's Annual General Meeting, suggestions and concerns from its non-governmental members, and the expressed priorities of Canada's federal and provincial governments.

The Executive Committee is made up of 17 individuals representing Government agencies and civil society. It includes the Chairs of the three Sectoral Commissions, three members elected by the members of the Commission, and representatives from the Council of Ministers of Education, Canada, Foreign Affairs, Trade and Development Canada, Canadian Heritage, and one representative from the Government of Québec, and three from the Canada Council for the Arts.

The Executive Committee held four meetings where it:

- Developed (through a working group) and approved in principle a new Strategic Plan. The Plan is expected to be released at the forthcoming Annual General Meeting in June 2014
- Approved the thematic and format of the 54th Annual General Meeting (AGM) to be held in Victoria, BC in June 2014, as recommended by an ad-hoc AGM Planning Committee
- Reviewed membership requests as presented by the Membership Committee (Standing Committee)
- Discussed UNESCO's Program and Budget (2014-21) and Canada's participation at the 37th UNESCO General Conference
- Discussed and approved the Commission's budget and work plan for 2013-14 and made recommendations to the Canada Council for the Arts regarding the Commission's budget for 2014

Meeting of the Sectoral Commission Culture, Communication and Information © CCU

Strategic Planning

A major focus of the Commission was the development of a new Strategic Plan for the period of 2014-21. The Plan received approval in principle from the Executive Committee and is expected to be launched at the 54th Annual General Meeting in June 2014. The development of the Plan was informed by a wide range of perspectives from CCU members, Executive Committee, Staff and participants at the CCU's Annual meetings (2012, 2013). It frames the Commission's work in terms of Overarching Priorities, Strategic Objectvies and Actions. It also identifies values that guide the work of the Commission. The Strategic Plan will be complemented by annual operating plans and statements of outcomes.

Sectoral Commissions

The three Sectoral Commissions (Culture, Communication and Information; Education; Natural, Social and Human Sciences) are composed of governmental agencies, networks, or individuals and organizations that are experts in their respective subject fields. They provide information on developments in the sectors and make recommendations to the Secretariat and to the Executive Committee regarding UNESCO programs and activities.

In 2013, the Sectoral Commissions contributed to the Commission's strategic planning process and undertook a review of their functions and contributions to the work of the Commission. At a meeting on July 4, 2013, attended by the current Chairs of the Sectoral Commissions, two past presidents and the program officers, the contributions and effectiveness of Sectoral Commissions were discussed and a plan of action will be presented to the Executive Committee later in 2014.

In March 2014, the three Sectoral Commissions met separately to:

- Discuss UNESCO's Strategic Priorities for 2014-2021, including with high-level UNESCO representatives from each of the five sectors, who joined by teleconference;
- Provide feedback on the Commission's draft Strategic Plan
- Address topics of interest such as the Revision of a recommendation on the conditions of scientific research, a human rights-based approach as part of equitable lifelong learning and Education for All (EFA) in the post-2015

Videoconference with UNESCO representatives and Ambassador Blackburn, live from Paris ©CCU

Saturday Morning session, with Simon Brault, Vice-President, Canada Council for the Arts © Paméla Bisson

53rd Annual General Meeting

Over 180 participants attended the 53rd Annual General Meeting (AGM) of the Canadian Commission for UNESCO, held in Toronto, May 2-4, 2013.

Main theme

The Post-2015 Development Agenda: From international Priorities to the Canadian context including the North.

Keynote speakers: Rohinton P. Medhora, President, the Centre for International Governance Innovation and Larry McDermott, Executive Director of Plenty Canada and Commissioner, Ontario Human Rights Commission.

Thematic sessions

- Science and Technologies for Knowledge Societies
- Social Inclusion, Innovation and Transformations for Sustainable Societies
- Water Security and Cooperation for Peace and Sustainable Societies

Panel discussion

Towards a Notion of Cultural Citizenship. Global Citizenship and Creativity for Sustainable Societies.
Panelists:

- Simon Brault, Vice-Chair, Canada Council for the Arts
- Gisèle Yasmeen, Vice-President, Research, Social Science and Humanities Research Council of Canada (SSHRC)
- Karla Jessen Williamson, Educational Foundations, College of Education, University of Saskatchewan
- Moderator: Alain Pineau, former National Director of the Canadian Conference of the Arts

The Commission also continued the reflection on its future orientations started at the 52nd AGM by asking members to participate in a priority-setting exercise to define main streams of action for the Commission based on the UNESCO Draft Medium-term Strategy-2014-2021 and on the UNESCO Draft Program and Budget for 2014-2017.

Priorities that were identified by our members:

- Re-organizing and reducing the number of priorities
- Continuing the Commission's role as a platform and catalyst for change
- Continuing engagement by bringing people together through inter-generational, inter-cultural, inter-jurisdictional and inter-institutional dialogue
- Developing and leading the creation of data and information management
- (Re)defining education across jurisdictions and institutions
- Developing capacity for education based on an interdisciplinary approach that focuses on sustainability
- Focusing on local
- Focusing on Aboriginal

Internal Audit

The professional services firm, Deloitte, was contracted by the Council to conduct an internal audit of the Commission in December 2013. Deloitte has conducted other internal audits for the Canada Council for the Arts in the past. The audit focused on the Commission's governance and the Canada Council's responsibilities for the Commission. Their report will be presented to the Audit and Finance Committee of the Canada Council for the Arts and to the Commission's Executive Committee in 2014.

The Move to 150 Elgin Street (Ottawa)

The Canada Council for the Arts, including the Commission, moved its office to 150 Elgin Street, Ottawa, in December 2013. The new site is a combination of heritage buildings with new architecture illustrating the UNESCO ideal of respecting the past while looking ahead to the future. The new building allows for a reduction in leasing costs, while meeting a Gold LEED standard in terms of sustainability and environmental impact, and provides workspaces that promote greater collaboration among employees. The open concept design allows for increased synergy between the Canada Council for the Arts and the Commission's Secretariat.

Re-design of our Website

In 2013, the Commission began upgrading and redesigning its corporate website. The project is intended to better reflect the interconnectedness of the sectors (Culture, Communication and information, Education and Sciences) of the organization and to showcase the exceptional work accomplished by its members. It will meet international web accessibility standards and will make it easier for people to interact with the site and share information via social networks. The new website will be launched in 2014-15.

Office of the Canada Council for the Arts, 150 Elgin St, Ottawa
© Jimmy Ung

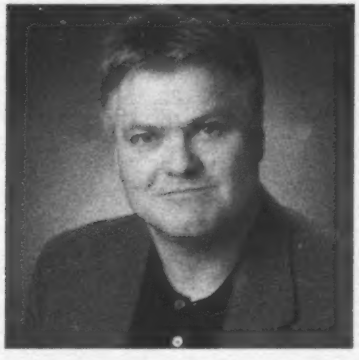
Annex I - Executive Committee

President
Axel Meisen
Edmonton, Alberta
Former Chair of Foresight, Alberta Innovates-Technology Futures

Vice-President
Christina Cameron
Montréal, Québec
Canada Research Chair on Built Heritage, Université de Montréal

Chairs of the Sectoral Commissions

Education
Marie-Josée Fortin
Ottawa, Ontario
Director
International Partnerships
Association of Canadian Community Colleges



Culture, Communication and Information
Richard MacKinnon
Sydney, Nova Scotia
Director of the Centre for Cape Breton Studies and Canada Research Chair in Intangible Cultural Heritage
Cape Breton University

Natural, Social and Human Sciences
Louise Vandelac
Montréal, Québec
Director of the Institute of Sciences of the Environment and Professor at the Department of Sociology
Université du Québec à Montréal

Members

Ayman Al-Yassini
Montréal, Québec
Member
Immigration and Refugee Board of Canada

Barbara Burley
St. Andrews, New Brunswick
Board Member
Canada Council for the Arts

Carol Couture
Québec, Québec
Honorary professor
École de bibliothécomie et des sciences d'information
Université de Montréal

Sarah Fountain Smith
Ottawa, Ontario
Director-General
International Organizations, Human Rights and Democracy Bureau
Foreign Affairs, Trade and Development, Canada

Yves Gagnon
Moncton, New Brunswick
K.C. Irving Chair in Sustainable Development
Université de Moncton

Angie Osachoff
Surrey, British Columbia
Regional Program Coordinator
Equitas

Andrew Parkin
Toronto, Ontario
Director-General
Council of Ministers of Education, Canada

Gordon Platt
Gatineau, Québec
Senior Director,
Strategic Policy
International and Intergovernmental Affairs
Canadian Heritage

Robert Sirman
Ottawa, Ontario
Director and CEO
Canada Council for the Arts

Michèle Stanton-Jean
Past President, Canadian Commission for UNESCO
Montréal, Québec
Representative of the Government of Quebec
Permanent Delegation of Canada to UNESCO

Éric Théroux
Québec, Québec
Assistant Deputy Minister for Policy, Francophonie and Multilateral Affairs
Government of Québec
Ministère des Relations internationales, de la Francophonie et du Commerce extérieur

Annex II
Honourary Members

Former Ambassadors of Canada to UNESCO

Yvon Charbonneau, *Montréal, Québec*
Ian Christie Clark, *Ottawa, Ontario*
Jacques Demers, *Montréal, Québec*
Louis Hamel, *Gatineau, Québec*
Gilbert Laurin,
Vancouver, British Columbia

Past Presidents of the Commission

Michel Agnaïeff, *Montréal, Québec*
Guy Bourgeault, *Duvernay, Québec*
Roseann O'Reilly Runte,
Ottawa, Ontario
Max Wyman,
Lions Bay, British Columbia
Michèle Stanton-Jean,
Montréal, Québec

Former Secretaries-General

Francine Fournier, *Montréal, Québec*
Viviane Launay, *Outremont, Québec*
Louis Patenaude, *Montréal, Québec*
David A. Walden, *Ottawa, Ontario*

Canadians who have made a significant contribution to the work of UNESCO

Marshall WM. Conley,
Halifax, Nova Scotia
Paul Gérin-Lajoie, *Montréal, Québec*
Albert Millaire, *Montréal, Québec*
Kim Phuc, *Ajax, Ontario*
Senator Douglas Roche,
Edmonton, Alberta
Swee-Hintoh, *Costa Rica*

Pursuant to Article 3.2.3 of the Constitution of the Canadian Commission for UNESCO, Honourary Members are "individuals recognized by the Executive Committee for their outstanding contribution and dedication to the attainment of UNESCO ideals and objectives." Honourary membership is conferred for life.

Annex III
UNESCO Chairs in Canada

ORBICOM – International Network of UNESCO Chairs in Communication
Yves Théorêt
Université du Québec à Montréal, Québec

UNESCO Chair in Communication and International Development
Magda Fusaro
Université du Québec à Montréal, Québec

UNESCO Chair in Cultural Heritage
Claude Dubé
Université Laval, Québec

UNESCO Chair in Global Environmental Changes
Yves Prairie
Université du Québec à Montréal, Québec

UNESCO Chair in Studies of Philosophic Foundations of Justice and Democratic Society
Josiane Boulad-Ayoub
Université du Québec à Montréal, Québec

UNESCO Chair in Reorienting Teacher Education towards Sustainability
Charles Hopkins
York University, Toronto, Ontario

UNESCO Chair in Landscape and Environmental Design
Philippe Poullaouec-Gonidec
Université de Montréal, Québec

UNESCO Chair in Arts and Learning
Larry O'Farrell
Queen's University, Kingston, Ontario

UNESCO Chair in Early Childhood Education, Care and Development
Alan Pence
University of Victoria, British Columbia

UNESCO Chair in Curriculum Development
Philippe Jonnaert
Université du Québec à Montréal, Québec

UNESCO Chair in Marine Systems Analysis
Jean-Claude Brêthes
Université du Québec à Rimouski, Québec

UNESCO Chair in Open Educational Resources
Rory McGreal
Athabasca University, Alberta

UNESCO Chair in Applied Research for Education in Prison
Jean-Pierre Miron
Collège Marie-Victorin, Montréal, Québec

UNESCO Chair in Cultural Management
François Colbert
HEC, Montréal, Québec

UNESCO Chair in Community Based Research and Social Reasonability in Higher Education
Budd Hall
University of Victoria, British Columbia

UNESCO Chair on Trans-Disciplinary Approaches to Sustainability: From Local to Global
Liette Vasseur
Brock University, St Catharines, Ontario

UNESCO Chair on Materials and Technologies for Energy Conversion, Saving and Storage
Federico Rosei
Institut national de la recherche scientifique (INRS), Varennes, Québec

UNESCO Chair for Dialogues on Sustainability
Catherine Potvin
McGill University, Montréal, Québec

Annex IV
ASPnet Schools Directory

Provincial Coordinators

New-Brunswick, Sylvain Lavoie
Québec, Marie-Josée Rousse
Manitoba, Linda Mlodzinski
Saskatchewan, Diane Hawrysh
Alberta, Robert Mazzotta

New Brunswick
École Blanche-Bourgeois
École Champlain
École Clément-Cormier
École Grande-Rivière

Nova Scotia
Lockeport Elementary School
Lockeport Regional High School

Québec
Académie Lafontaine
(Candidate School)
Collège Beaubois
Collège Bourget
Collège Durocher-Saint-Lambert
Collège Regina Assumpta
Collège Sainte-Anne de Lachine
Collège Saint- Sacrement
(Candidate School)
École alternative Atelier
École Hélène de Champlain
École intégrée Notre-Dame-de-l'assomption / la Francolière
École la Poudrière
École secondaire Daniel-Johnson
(Candidate School)
École secondaire le Prélude
École secondaire Saint-Luc
École spécialisée des Ramparts
École Ste-Germaine-Cousin
Académie des Sacrés-Coeurs

Ontario
Bruce Peninsula District School
Cape Croker Elementary School
St. Edmund's Public School

Manitoba
Al Hijra Islamic School
Beausejour Early Years School
(Candidate school)
Brock Corydon Elementary School
Churchill High School
(Candidate school)
Collège Jeanne Sauvé
Collège Louis Riel
(Candidate school)
Collège Pierre-Elliot-Trudeau
École Golden Gate
(Candidate School)
École Laura Secord School
(Candidate school)
John Pritchard School

Munroe Junior High School
(Candidate school)
Niji Mahkwa
(Candidate School)
Onanole Elementary School
(Candidate school)
River East Collegiate
St. Emile Catholic School
St. James Collegiate
(Candidate school)
Stevenson-Britannia Adult
Literacy Program, inc.
The Collegiate at the
University of Winnipeg
(Candidate school)
Vincent Massey Collegiate
West St-Paul School
(Candidate school)
University of Winnipeg -
Faculty of Education
(Candidate school)

Saskatchewan
Bethlehem Catholic High School
Hafford Central School
Hazlet School International Program
Ranch Ehrlo Society

Alberta
Alexander Ferguson School
(Candidate school)
Calgary French and International School
(Candidate school)
École Airdrie Middle School
(Candidate school)
École Francophone d'Airdrie
École le Ruisseau
(Candidate school)
George McDougall High School
Glendale Sciences and Technology School
(Candidate school)
Griffiths-Scott Middle School
Holy Trinity Catholic High School
(Candidate school)
Keenooshayo School
(Candidate school)
M E Lazerte High School
(Candidate school)
Mattie McCullough Elementary
School (Candidate school)
Niton Central School
Olds High School
Queen Elizabeth High School
(Candidate school)
Spitzee Elementary School
St Benedict School
Willow Park School
(Candidate school)

Annex V
UNESCO Biosphere Reserves

Nova Scotia
Southwest Nova (2001)
Bras d'Or Lake (2011)

New Brunswick
Fundy (2007)

Québec
Mont Saint-Hilaire (1978)
Charlevoix (1988)
Lac-Saint-Pierre (2000)
Manicouagan-Uapishka (2007)

Ontario
Long Point (1986)
Niagara Escarpment (1990)
Frontenac Arch (2002)
Georgian Bay (2004)

Manitoba
Riding Mountain (1986)

Saskatchewan
Redberry Lake (2000)

Alberta
Waterton (1979)

British Columbia
Clayoquot Sound (2000)
Mount Arrowsmith (2000)

Annex VI
World Heritage Sites in Canada

Newfoundland and Labrador
L'Anse aux Meadows National
Historic Site (1978)
Gros Morne National Park (1987)
Red Bay Basque Whaling Station (2013)

Nova Scotia
Old Town Lunenburg (1995)
Joggins Fossil Cliffs (2008)
The Landscape of Grand Pré (2012)

Québec
Historic District of Old Québec (1985)
Miguasha National Park (1999)

Ontario
Rideau Canal (2007)

Alberta
Dinosaur Provincial Park (1979)
Head-Smashed-In Buffalo Jump (1981)
Wood Buffalo National Park (1983)

Canadian Rocky Mountain Parks (1984, 1990)
Waterton Glacier International Peace Park (1995)

British Columbia
Kluane/Wrangell-St. Elias/Glacier Bay/ Tatshenshini-Alsek (1979, 1992, 1994)
SG ang Gwaay(Anthony Island) (1981)
Canadian Rocky Mountain Parks (1984, 1990)

Northwest Territories
Nahanni National Park (1978)
Wood Buffalo National Park (1983)

Yukon
Kluane/Wrangell-St. Elias/Glacier Bay/ Tatshenshini-Alsek (1979, 1992, 1994)

Annex VII
List of Signatory Municipalities

Canadian Coalition of Municipalities against Racism and Discrimination

Newfoundland and Labrador
Grand Bank

Prince Edward Island
Stratford

Nova Scotia
County of Kings
Halifax
Kentville
New Glasgow
Truro

New-Brunswick
Saint John

Québec
Gatineau
Longueuil
Montréal
Québec
Saguenay
Saint-Justin
Sherbrooke

Ontario
Aurora
Belleville
Caledon
Georgina
Hamilton
Kingston
London
Markham
Newmarket
Oakville
Oshawa
Ottawa
Peel
Richmond Hill
Sault Ste. Marie
Sudbury
Tecumseh
Thunder Bay
Toronto
Vaughan
Windsor

Manitoba
Winnipeg

Saskatchewan
Moose Jaw
Prince Albert
Saskatoon

Alberta
Brooks
Calgary
Devon
Drayton Valley
Edmonton
Fort Macleod
Grande Prairie
Innisfail
Lethbridge
Provost
Red Deer
St. Albert
Wetaskiwin
Wood Buffalo (which includes Fort McMurray)

British Columbia
Burnaby
Lions Bay
Prince George
Vancouver
Victoria
Williams Lake

Yukon
Whitehorse

Annex VII
Memory of the World in Canada

Hudson's Bay Company Archival records, 2007

Québec Seminary Collection (17th-19th centuries), 2007

Neighbours, animated, directed and produced by Norman McLaren, 2009

The Discovery of Insulin and its Worldwide Impact, 2013